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A dozen years ago Otto Apelt projected a German translation and edition of the *Theaetetus* of Plato. The project grew, thanks to the suggestion and co-operation of others (including K. Hildebrandt, C. Ritter, and G. Schneider), till a translation and edition of all Plato's works is now practically completed. The translation, consciously revolting against the virtuosity of Schleiermacher's Hellenisms, tries to render faithfully the sense of the original in the idiom of modern German; the volumes that have come to my notice seem to indicate that the translators have been fairly successful in this attempt. Each dialogue is accompanied by a brief introduction and a commentary, and by an index and a useful bibliography. The general introduction, by Apelt, summarizes in forty-eight pages the various phases of Plato's philosophy and sketches the course of Platonism down to modern times. The purpose of the whole work, as he explains, is to acquaint modern readers with the vast importance of Plato for our times—surely a praiseworthy purpose. To novices I fear that his introduction will convey little enlightenment, for it assumes a considerable grasp of the subject; and veterans will find little that is novel. But there are doubtless some to whom it is adapted; and it is both sensible and readable.

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WILLIAM CHASE GREENE

A Study of Vergil's Descriptions of Nature. By Mabel Louise Anderson. Boston: Richard G. Badger (1916). Pp. 224.

The statistical commentator we have always with us; here is another attempt to arrive by analysis and computation at the secrets of a great poet's art. The writer says in her Introduction:

It is difficult to discuss poetic descriptions both sympathetically and judicially. It is equally difficult to analyze the technique of any artistic production without entailing the loss of its beauty. But, inasmuch as all artistic, technical principles have been formulated through such minute analysis, it has not seemed inappropriate to examine these principles of artistry which Vergil followed, consciously or unconsciously, in his descriptions of nature.

In studying these descriptive passages it has been thought best to classify and study them under two main groupings.

I. The Static descriptions in which the local point of view does not change.

II. The Active descriptions in which the local point of view constantly changes.

These main divisions may be subdivided into:

(a) The formal description for which the poet has set aside his narrative.

(b) The incidental description which has crept into the work without intention, and which is so short that it does not interrupt the narrative.

Then follows an orgy of statistics, divided into groups and neatly arranged in parallel columns, with a few pages of introductory matter before each set. First we have a number of pages of analysis of what the author calls "mood sketches" (14-71). These are classified under the rubrics of point of view (personal, local, temporal); the center; the outline; the mood.

Then comes a long chapter on sense appeals (72-213), where the descriptions are catalogued each under the sense invoked. So we learn that there are in Vergil thirty-eight appeals to form; two hundred and sixty-six appeals to light and shade; six hundred and fifteen to the sense of sight; ninety-eight to the sense of touch; forty-eight to taste; twenty-eight to smell; two hundred and fifty-six to hearing, etc., etc. Nothing seems to have escaped. But one is tempted to ask, after looking through this imposing list, "Well, what of it?"

The publisher's announcement on the jacket of the book says: "The work will no doubt interest students of psychology and general modern literature quite as much as it will interest students of the classics". This may very well be true, since to the psychologist who has mistaken all learning to be his province anything is of interest. Consider, for instance, that there are in Vergil twenty-nine references to heat, while there are fifty-six references to cold (I take Miss Anderson's word for this on page 166; I have not checked up any of her mathematical calculations). What gloomy tale of repressions, inhibitions, and complexes might not the facile psychologist construct from this obvious disparity!

It is doubtful whether any one will ever discover what porridge fed John Keats; it is equally doubtful whether all this use of the measuring-tool will help to a better understanding of a poet who is above all a sensitive and elusive soul. One might commend Miss Anderson for her industry, but one can scarcely congratulate her on the results of it.

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CLASSICAL ARTICLES IN NON-CLASSICAL PERIODICALS

II

(Concluded from page 48)

Contemporary Review—Sept., 1921, The Future of the Classics [a discussion of the Report of the Prime Minister's Committee on the Position of the C in British Education].

Historical Outlook—Jan., Feb., Reference Study in Oriental and Early European History (to 1700), William R. Lingo [the article gives references to many books dealing with Greek and Roman History. The author "makes no attempt to judge the merits of the books or references, or to distinguish between the references better adapted to the needs of the teacher as against those better suited to the needs of the student". No information is given concerning places or dates of publication. Of course, then, no distinction is made between different editions of the same book].—Oct., Another Shot at Mr. Wells, Lynn Thorndike.

Historische Zeitschrift—CXXXV, 2, Nikias und Xenophon von Kos: Zwei Charakterköpfe aus der Griechisch-Römischen Geschichte, R. Herzog.

- History—July, The Origin of the Punic Wars, M. Cary.
- Jahrbücher für National Ökonomie und Statistik—Jan., Ein Patentgesetz aus dem Griechischen Altertum, C. Cichorius.
- Journal of the American Medical Association—Aug. 5, The Real Things in Medicine, Hubert A. Royster, M. D. [contains a tribute to Greek].
- Journal of Education and School World (London)—Sept., 1921, The Classics in Education [deals with the Report of the Prime Minister's Committee on the Position of the Classics in the Educational System of Great Britain].
- Journal of the New York State Teachers' Association—Jan., Some Problems in the First Two Years of Latin, S. Dwight Arms [a discussion of the New York State Syllabus in Latin for the first two years].—March, The Laboratory Method in the Teaching of Beginners, Rollin H. Tanner.
- Metropolitan Museum of Art, Bulletin of—Feb., Classical Accessions. V. Roman Marbles, M.E.C. [illustrated].—March, Cretan Reproductions; G. M. A. R. (ichter) [one illustration]; A New Fragment of the Archaic Stele.—April, Important Loan of Cretan Antiquities, G. M. A. R. [illustrated].—May, Classical Accessions. VI. Greek Terracottas, M.E.C.—June, Hellenistic Silverware, G.M.A.R. [illustrated].—July, An Archaic Greek Head, G.M. A.R.—Sept., Engraved Gems, G.M.A.R. [illustrated].—Oct., A Klazomenian Sarcophagus, G.M. A.R. [illustrated].
- Michigan Law Review—June, Some Greek Legal Papyri from the Michigan Collection, A. E. R. Boak.
- Michigan Schoolmaster's Club, Journal of the, 55th Meeting, 1920.—The Place of Latin in the Reorganized Secondary School, Edwin L. Miller.
- National Geographic Magazine—June, Capri, The Island Retreat of Roman Emperors, Morgan Heiskell [12 special engravings with brief letter-press under each]; The Splendor of Rome, Florence Craig Albrecht.
- New International Year Book for 1921—Archaeology, Oliver S. Tonks [pages 50–51]; Philology, Classical, Charles Knapp [pages 552–559].
- New York Times Book Review and Magazine—July 10, The Legacy of Greece, R. W. Livingstone, and Report of the Committee to Inquire Into the Position of the Classics in the Educational System of the United Kingdom, reviewed by Brander Matthews.
- The Nineteenth Century—Dec., 1921, Greek in Extremis [this article discusses the status of Greek in the Universities and the Secondary Schools, and contains a plea also for the Classics].
- Nuova Antologia—March 1, Etruria e Roma, B. Nogara.
- Open Court—July, Virgil's Conception of Fate, Arthur L. Keith.
- Phi Beta Kappa Key—March, A Return to the Classics, Nicholas Murray Butler; Lucretius in Praise of Epicurus, Charles Knapp [translations of Lucretius's great tributes to Epicurus].
- Romanic Review—Oct.-Dec., 1921, When Did Latin Cease to be a Spoken Language in France?, Henri F. Muller.
- St. Nicholas—April, A Live Latin Club.
- The School Review—Jan., The Relation of Latin Study to Ability in English Vocabulary and Composition, Alvah Talbot Otis.—April, The Classics as Cultural Studies, T. Valentine Parker; Selected Articles on the Study of Latin and Greek, Lamar Beman, reviewed by Shirley Hamrin.
- School and Society—Jan. 28, Latin as a Modern International Language [quotations from a report of a Committee of the American Philological Association, made at the meeting held in December, 1921, on Latin as an international language "which will satisfy the intellectual and esthetic demands of educated people in every land"].
- Sewanee Review—Jan.—March, Seneca the Philosopher, R. B. Steele.
- South Atlantic Quarterly—Jan., The Dido Episode, Arthur L. Keith.
- Studies in Philology (University of North Carolina)—July, Old English Causative verbs, James Finch Rovster [of some value to the classicist, too].
- University of California Chronicle—April, The Unity of Homer, John A. Scott, reviewed by Walter Leaf.
- University of Illinois Studies in Language and Literature, VII, 2—May, 1921, The Sepulchre of Christ in Art and Liturgy, with Special Reference to the Liturgic Drama, Neil C. Brooks.
- University of North Dakota, Quarterly Journal—Jan., The Ancient Classics, Thomas F. Kane.

C. K.

THE NEW YORK CLASSICAL CLUB SCHOLARSHIP AWARDS

Thirty-eight candidates from thirteen of the New York City High Schools competed for the Latin and Greek scholarships awarded by the New York Classical Club, at its eighth prize examination, on Saturday, June 17. Winifred Ruter, of Hunter College High School, won the \$150 Latin scholarship; honorable mention was given to Aaron Grossman, of De Witt Clinton High School, and to Minnie Feuer, of Hunter College High School. The Greek scholarship, \$75, went to Henry Antipolsky, of Eastern District High School; honorable mention was won by Charles Steinberg, of the same School.

HARWOOD HOADLEY, *Chairman,*
Committee on Award of Scholarships